

SUNY FREDONIA

PROFESSIONAL DEVELOPMENT CENTER

ANNUAL (FIRST YEAR) REPORT 2008-2009

First-Year Initiatives

As this was our first year as the PDC, we worked to establish a presence across campus with various constituencies. We considered all programs to be a “pilot” to see what the response would be to our initiatives. The following is a list of programs that were started in the first year:

- *Coordinated and led various workshops in semesters, J-session, and summer. Workshop topics ranged from teaching strategies, leadership, online learning, and financial information. Approximate non-Angel programs:*
 - *Fall = 20*
 - *J-term = 4*
 - *Spring = 15*
 - *Summer = 4 (some repeated)*
- *Led Angel and Turnitin workshops (31 workshops with 96 attendees)*
- *Led OmniUpdate Training (Intro and refresher courses = 18)*
- *New faculty Orientation & New Faculty Workshops (6)*
- *Connections/Mentoring Program (approx 20 pair)*
- *Chairs Leadership Circle (1X month – began in Spring semester)*
- *Involvement with online learning initiative*
- *PDC Associates Program (6)*
- *Write-Now Club (2X month – began in Spring Semester)*
- *Coordinated the review of 3-internal grant programs*
 - *Fredonia Foundation*
 - *Instructional Incentive*
 - *Amy-Everett Award*
- *One-on-one consultations with faculty and staff*
- *Worked with Secretaries group/committee to plan their PD day and retreat*
- *Facilitated Library Staff retreat (full day)*
- *PDC Partners Program for individuals dedicating time and energy to PDC program*
- *“PDC Last Blast Celebration” to further build community*
- *Monthly PDC In-Brief newsletters*
- *Hosted the POGIL workshop visit*

- *Tenure-Track Faculty Summer Retreat (June)*

From the above mentioned initiatives, all were moderately well-received when considering attendance and feedback from participants. The workshop series were not well attended with participation rates ranging from 20 to zero. Assessment of these workshops was done with paper/pencil and most to all participants reported enjoying the session and/or presenter/s. Perhaps the most “successful” program was the year-long Connections/Mentoring program that involved 20 mentoring pairs who sustained contact throughout the entire year. The PDC Associates was the only program that required funding for participation (stipends). This program may be the “murkiest” with regard to expectations, assessment, and follow-through of Associates.

Special Accomplishments

As this was our initial year, we could consider EVERYTHING a special accomplishment. However, a few overall initiatives may be considered as special accomplishments:

- *Design and maintenance of our comprehensive webpage that is serving as a clearinghouse of PD related activities on campus*
- *Responding to 290 out of 541 requests for help from faculty with regard to technology-related items*
- *Establishing a solid PDC Advisory Board with by-laws, regular meetings, and expectations*
- *Establishing a presence on campus across divisions; building relationships with faculty, staff, and administration*
- *Establishing a small presence with SUNY’s CC and 4-year campuses through involvement with the Niagara Teaching and Learning Conference (attended by SUNY PDs) and the Summer SUNY Leadership Program*
- *Establishing a communication system using the monthly newsletter and the AA listserv*

Progress with PDC Advisory Board

This was the first year for the PDC Advisory Board as it evolved from the PDC Advisory Committee. I struggled with ways to better involve the Board and create greater buy-in from the members. However, throughout the year, the Board continued to evolve following its initial establishment:

- *Lisa Melohusky, in her role as the PDC Instructional Designer, has moved from Co-Chair to a non-voting liaison*
- *Two members “retired” (Jim Davis and Nancy Boynton) and two new members were added (Jon Titus & Jessica Hillman-McCord)*
- *One position was eliminated (the jointly appointed student affairs/AA representative)*
- *A CSEA representative was named, Lori Johnson*
- *The Director was given an at-large appointment, Paul Mochovak*
- *The Board established by-laws, expectation, and term-limits*

- *The Board was responsible for reviewing 3 campus grants and nearly 20 proposals for the Teaching & Learning Conference*
- *The Board works closely (in small groups) with the 6 PDC Associates*

Assessment of Unit Operations

Assessment of PDC related activities has been a weak point for us. Some data have been acquired from the FredQuest system but this only tracks the number of responses to faculty regarding technology-related items. The paper and pencil assessments of the workshops yielded little data given the lack of attendance at workshops and the time required to collate the data. Our main form of attaining feedback has been through direct dialogue and through word of mouth.

Unit Strengths and Needs

Our strengths lie in our ability to earn and maintain positive relationships across campus. Lisa Melohusky does an amazing job with answering calls for assistance and teaching workshops. Dawn Eckenrode and the Board have been ambassadors for the Center by reporting to their units/departments and spreading the word about our programs. We have not said “no” to a request or suggestion for programming. We have become ‘everything’ to ‘everyone’ – which can be challenging at times.

The PDC needs a physical space to run workshops, offer confidential one-on-one work, conduct small and large group instruction, etc. We need to have greater buy-in from the various units to “use” the PDC for the PD activities. We need a swift culture change so that the PDC becomes synonymous with “support and growth” for faculty, staff, and administration.

Pending Matters for Vice President’s Review

The need to find a more permanent home for the PDC.

Unit Goals for 2009-2010

- Continue the main initiatives that were started in Year 1
- Reduce the amount of random workshops that yielded low participation rates and, instead, work to find long-term programs that sustain involvement over time
- Work more closely with all campus units on their PD activities
- Launch the iTunesU pilot program
- Offer more technology-related trainings
- Plan for an all-campus teaching & learning retreat
- Seek collaborations to find external funding